



Integration of Social Studies and Science in Reading and Writing Centers

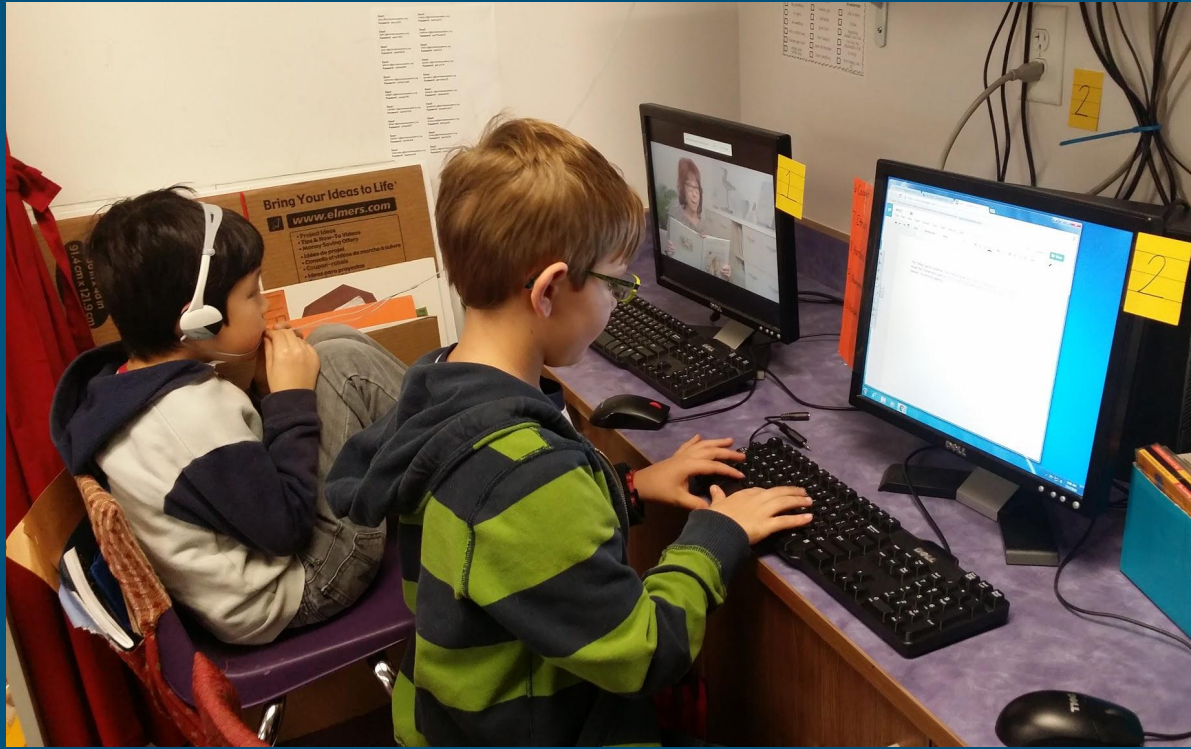


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Frustration and Struggles

- Started Daily 5 previous year
- Too much to teach
- Not enough time
- Five enrichments
- Needed to include differentiation, gifted models, foundational skills, developmental appropriate activities
- Independence and responsibility
- Project-based



Planning-Year at a Glance

1st Six Weeks

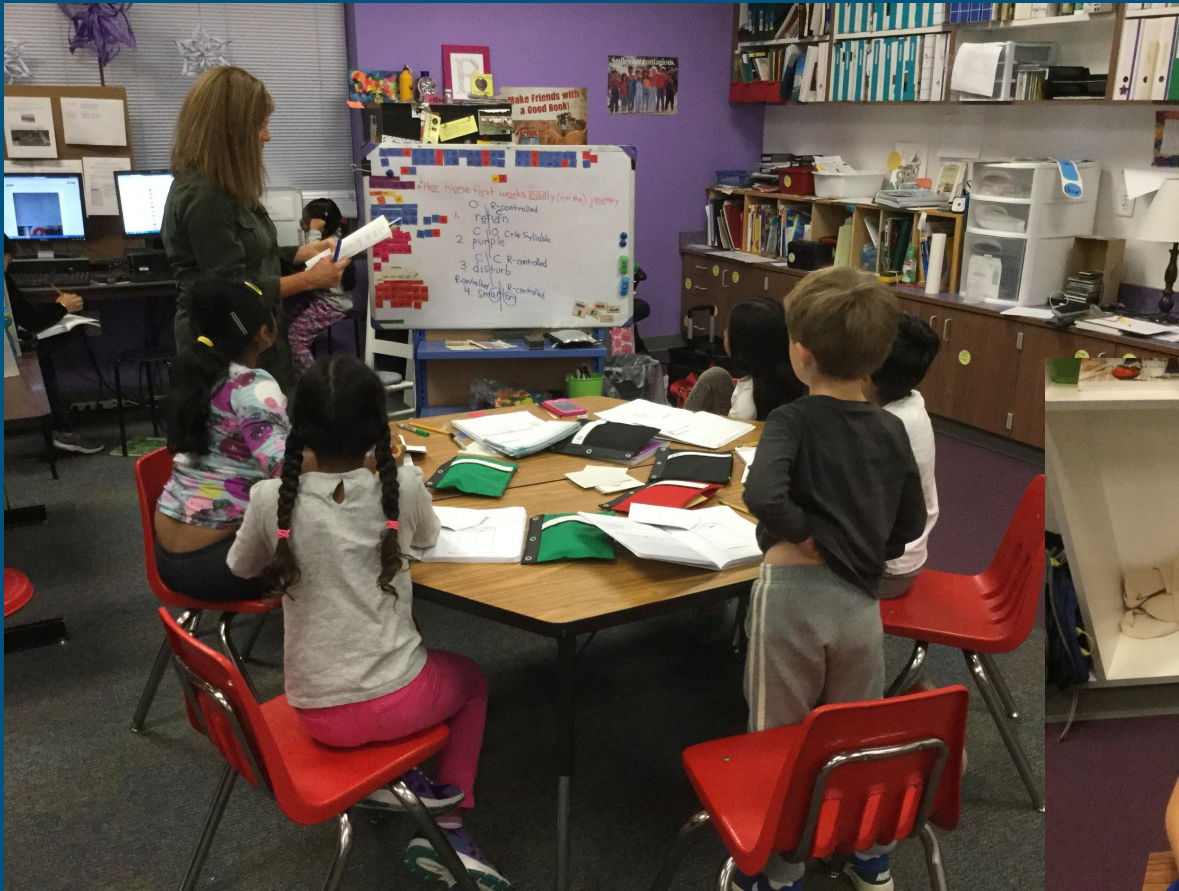
Second Grade Discoverer's III Year-At-A-Glance 2015-16

Reading strategy focus: Visualize, Monitor/Clarify

Dates	Reading	Writing /Grammar	Math	Science	Social Studies
8/24-29	Procedures/Routines and building reading stamina	Narrative Writing Descriptive paragraph Dialogue	(31) 3A-Unit 1 Numbers to 10,000 Place Value Comparing Numbers Number Patterns Rounding	Unit 1: Environments & Living Things Lesson 1: Where do Organisms Live Lesson 3: How do Environments Change Lesson 4: Effects on organisms in changing environments	Class meetings Lesson 1: Geography of the world Lesson 2: Finding places in the US Lesson 3: Geography and the way we live
8/31-9/4	Setting	Personal Narrative			
9/8-11*	Author's Purpose	-----			
9/14-18	Understanding characters	Types of Sentences (simple, compound and complex); Common/Proper Nouns Plural;	2B-Unit 6 Add/Subt. Mental addition to 100 Mental Subt. to 100	Unit 4: Life Cycles & Traits Lesson 1: Offspring & their Parents Lesson 2: Environment Affect on Traits Lesson 3: Environment & Inheritance <u>Affect</u> on Traits	
9/21-25	Compare/contrast	nouns with -s and -es; Capitalization; What is a Verb?	3A-Unit 2 Add/Subt. Mental Addition to 1,000 Mental Subt. to 1,000 Estimation Sum & difference Word Problems		
9/28-10/2	Cause/Effect				

2nd Six Weeks Reading strategy focus: Summarize

Dates	Reading	Writing/Grammar	Math	Science	Social Studies
10/5-10/9	Sequence of Events	Opinion Writing Response	(35) 3A-Unit 2 Add/Subt. Mental Math Renaming Word Problems	Lesson 4: Survival of Species Lesson 5: Life Cycles of Plants Lesson 6: Life Cycles of animals with Backbones Lesson 7: Life Cycles of animals without Backbones **Life Cycles of Insects **Research for ecosystem	Lesson 4: Settling in the US Lesson 5: Diversity in the US Lesson 6: Making Communities Better Lesson 7: Cultures Around the world
10/12-15*	Text/graphic features	paragraph Opinion Piece			
10/19-22*	Review skills	Respond to literature			
10/26-30	Recount folktales	-----			
11/2-11/6	Fact/Opinion	Verb Tenses	3A-Unit 3 Mult./Div. Multiplication Intro Mult. zeros & arrays Mult. facts 2,3 Division intro		
11/9-11/13* (no school Weds.)	Main Idea/Details	Subject/Verb agreement Adjectives	2B-Unit 7 Mult/Div. Mult & Divide 4, 5, 10 Word Problems 3A-Unit 3 Mult./Div.	Ecosystem field trip	



Planning-Six Weeks Reading

Guided Reading Lesson Plans and Resources

1st Six Weeks: Reading strategy focus: Visualize, Monitor/Clarify

Dates	Reading	Objectives	Assessment	Resources/Daily Plans
8/24-29	Procedures/Routines and building reading stamina	Introduce Daily Five Centers, go over rules for each center	DRA Assessments Spelling Assessment	Whole group
8/31-9/4	Setting	<p><u>Reading Literature</u> CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	Subjective Assessment during small groups Objective Assessment: worksheet, reading fluency	<p>Small groups of guided reading based on DRA</p> <p>ReadWorks.org Setting, 3rd grade, Lesson 1: Visualizing a Setting</p>
9/8-11*	Author's Purpose	<p><u>Reading Literature</u> CCSS.ELA-LITERACY.RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message</p>	Subjective Assessment during small groups Objective Assessment: worksheet, reading	<p>Readworks.org Author's Purpose, 3rd grade: Lesson 1: Identifying an Author's Purpose</p> <p>Turner Author Purpose Folder</p>

Planning-Six Weeks Writing

Writing Lesson Plans and Resources

1st Six Weeks: Writing focus

Dates	Writing	Objectives	Assessment	Resources/Daily Plans
8/24-29	Procedures/Routines and building reading stamina	Introduce Daily Five Centers, go over rules for each center	DRA Assessments Spelling Assessment Pre-writing	Whole group
8/31-9/4	Narrative Writing Descriptive paragraph	CCSS.ELA-LITERACY.W.3.3 Write narratives to develop	Paragraph of a butterfly	See Writing 6 Weekly plan

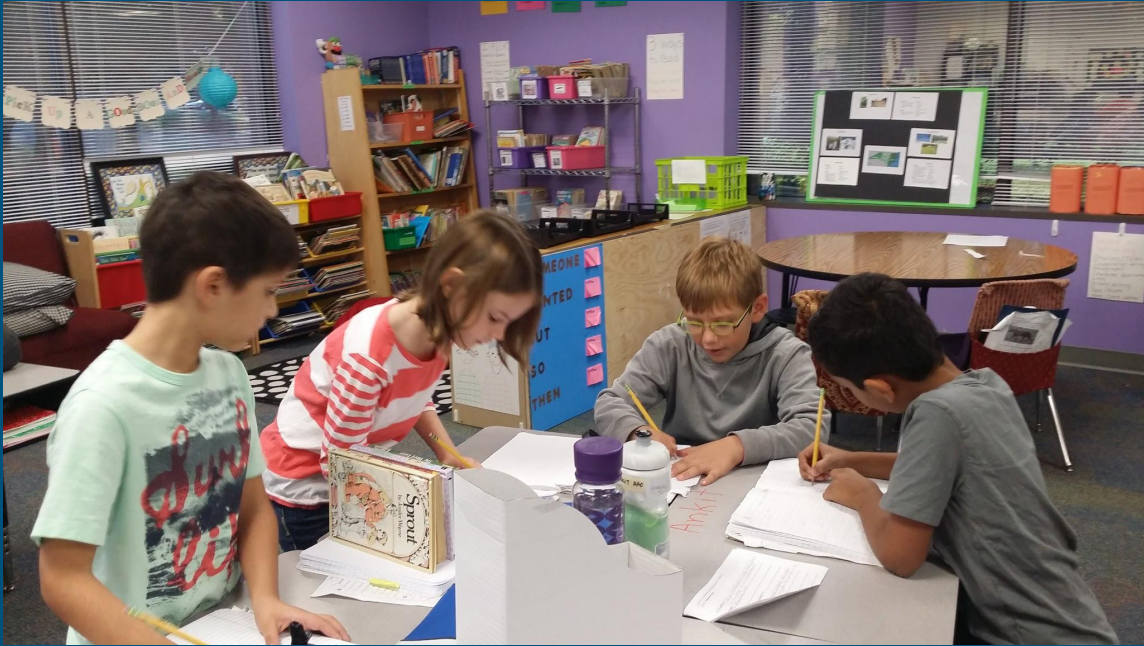
1st Six Weeks: Grammar

D a t e s		Objectives	Assessment	Resources/
8 / 2 4 - 2 9	Procedures/ Routines	Introduce Daily Five Centers, go over rules for each center (Grammar)	DRA Assessments Spelling Assessment	
8 / 3 1 - 9	What is a Noun? Common Nouns/ Simple Nouns, <u>Subject</u> /Predicate	CCSS.ELA-LITERACY.L.3.1.A Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their	Teacher led, whole group or small group, differentiated groups, written assessment and interactive notebook.	TPT1 p. 13,14, 16-20; used TPT1 pgs 16, 17-18 TPT2 p. 54-57; SWG2 p. 13-15; SWG3 p. 34-36;

Writing 6 and Reading 6

based on **Daily Five** by Gail Boushey and Joan Moser

- Write to Self (handwriting)
- Write to Someone
- Word Work (spelling, word creation)
- Work on Writing (grammar, sentence development)
- Technology (Google Classroom)
- Spelling (small group, teacher-led)
- Read to Self
- Read to Someone
- Word Work (vocabulary)
- Work on Writing (based on guided reading topic)
- Listen to Reading (uses technology)
- Guided Reading (small group, teacher-led)



Planning-Weekly Reading

Reading 6 Weekly Plan

Week 4: Sept 21-25

themes for the week: Compare and Contrast

	Goal/Objective	Differentiation	Notes/ Product	Resources
Read to Self	<p><u>Range of Reading and Level of Text Complexity:</u> CCSS.ELA-LITERACY.RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</p>	book selections will be geared toward the reader's level	Student self select a book from book box. Student will read book and log in their reading log.	class library of books with different levels
Read to Someone	<p>Structures and Functions of Living Organisms/ Understand animal life cycles. (Understand, observe, and describe the life cycle and ecosystem of insects.) Connections/Concepts</p> <ul style="list-style-type: none"> • Systems • Change 	book selections will be geared toward the reader's level; product details will be differentiated based on reader's level	Students will read science text from Bring Science Alive! on Lesson 4: What Happens to Organisms in Change.	Text will be copied for students to read to each other

Planning-Weekly Writing

“Writing 6” Weekly Plan

Week 4, Sept. 21-25

themes for the week: Compare/Contrast, Dialogue, Types of sentences: simple, compound, complex

	Goal/Objective	Differentiation	Notes/ Product	Resources
Write to Self	Review handwriting skills in manuscript style.	Students work at their own pace. Students work independently. Students will be pulled into small groups as review is needed. Some students require different seating arrangements (phone books under their feet), others need small pencils to help their grip and still other may need an angled surface to reduce the pressure on their pencil.	-students will complete pages 34-41 in their handwriting books. -books can be taken home to be completed	Zaner-Bloser Handwriting book
Write to Someone	CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-Detail in writing -	Students will become the author of the Peanuts comic strip. Using the template, they will create a funny comic to add to “this week’s newspaper”.	Writing notebook Peanuts comic strip

Integration of Social Studies and Science

1st 6 weeks- *Beginning to go from a more isolated Integration to better connections across both Science and Social Studies*

Week 5 -Connected science and social studies concepts

Social Studies

- Change over time
- Geography
 - physical features
 - climate
 - natural resources

Science

- Ecosystems
- Adaptations
- Environmental changes

Integration of Social Studies and Science

2nd 6 weeks- Improved connection of integration

Week 10 integrated their Research Project Work

Our goal was to allow time in class for students to learn to research using books at their level.

Students were given research guides to help them find the important content in the books that would give them the information they needed to complete their final research project.

Integration of Social Studies and Science

3rd 6 weeks- Integrating Content and applying skills within a Project Based Learning Format

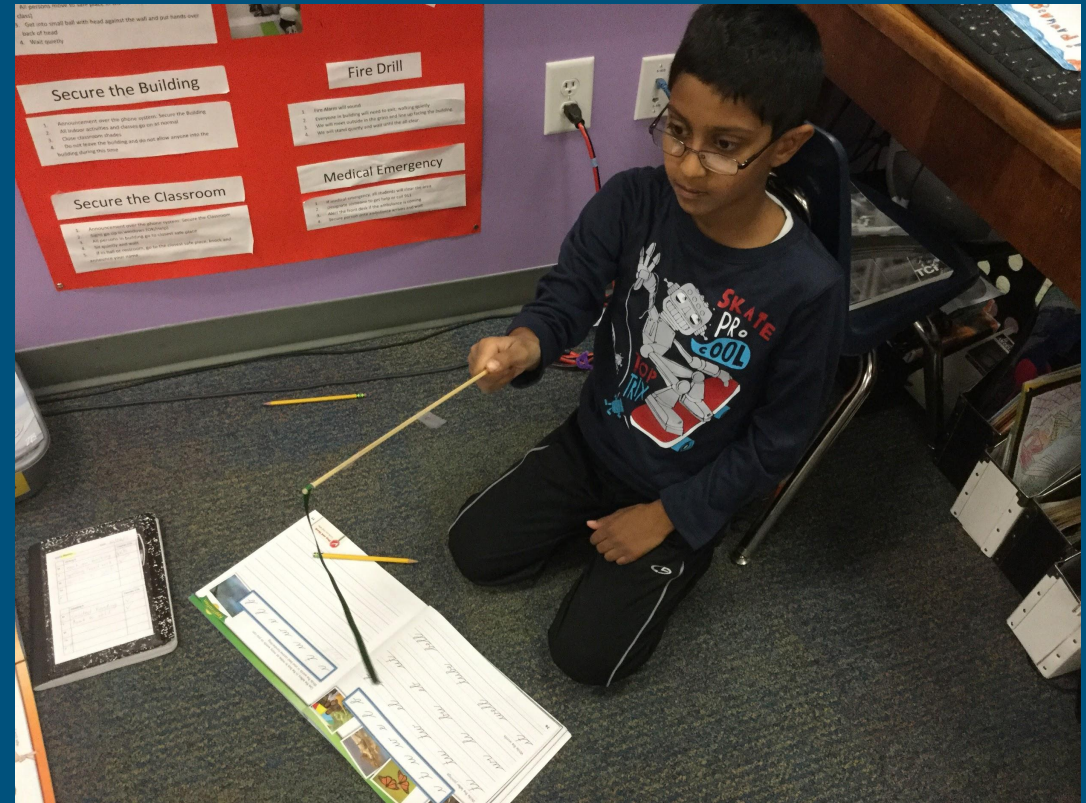
Honey Bee PBL

Integrates skills and content from the 2nd 6 weeks

- writing informative paragraphs
- compare/contrast
- use text features & tools to gain knowledge
- Reading comprehension
- Interviewing
- Life Cycles
- Systems

Foundational Skills

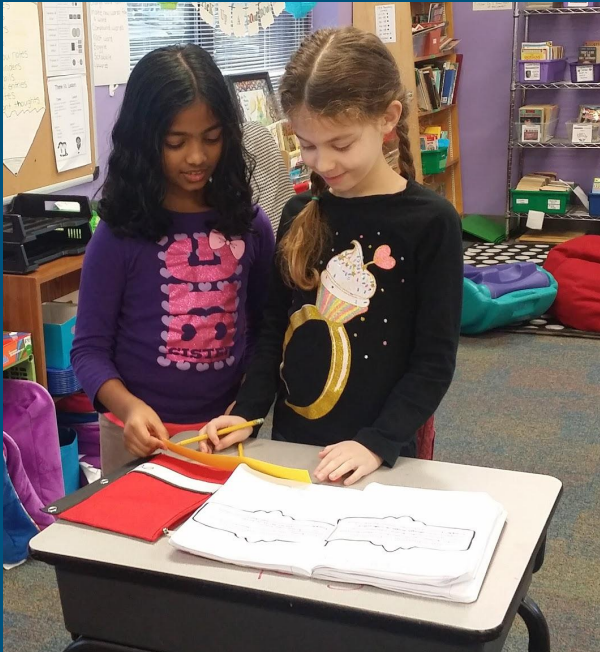
- Mini-lessons
- Focus on including foundational skills
- Reading
- Grammar
- Writing sentences
- Handwriting



Working together

- Write to Someone

- Write a letter to a person in the reading comparing and contrasting how their life to the student's



- Read to Someone

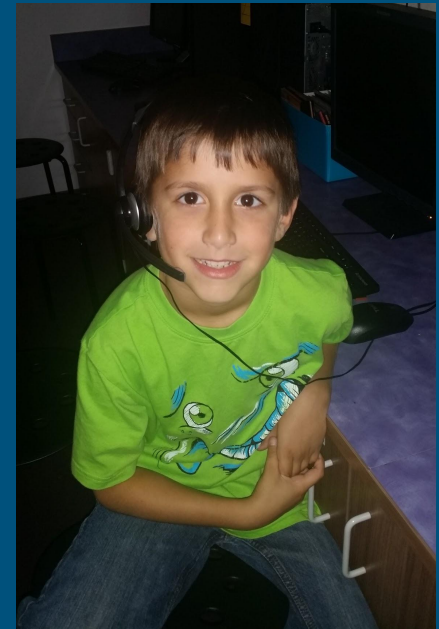
- Read excerpts from Social Studies or Science with partner



Technology

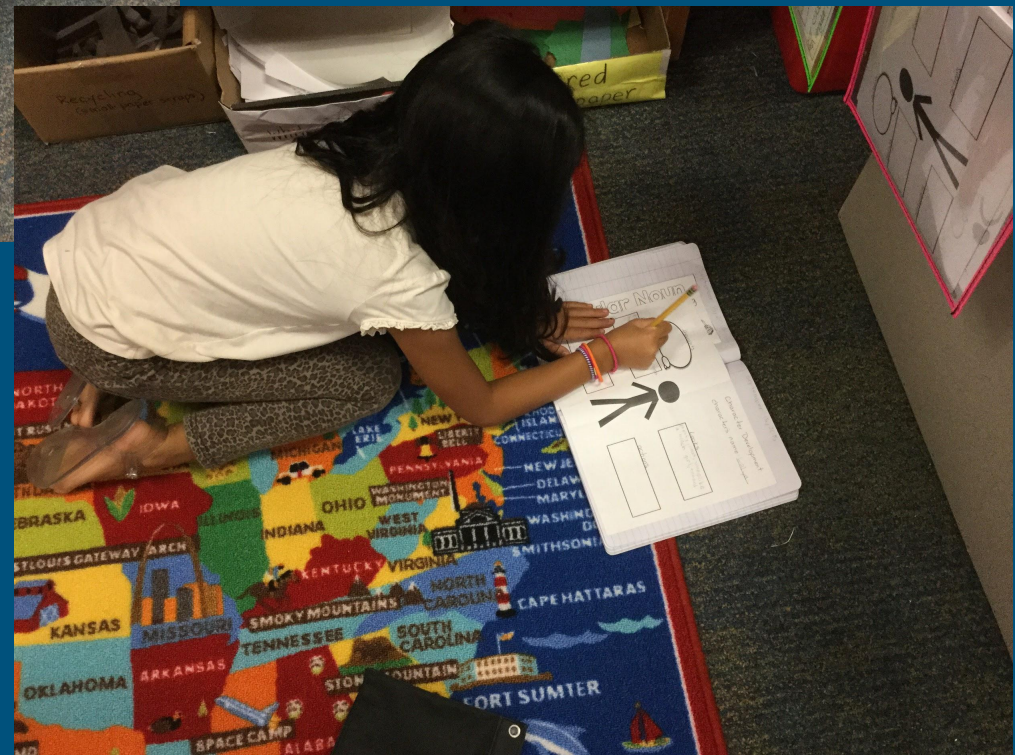
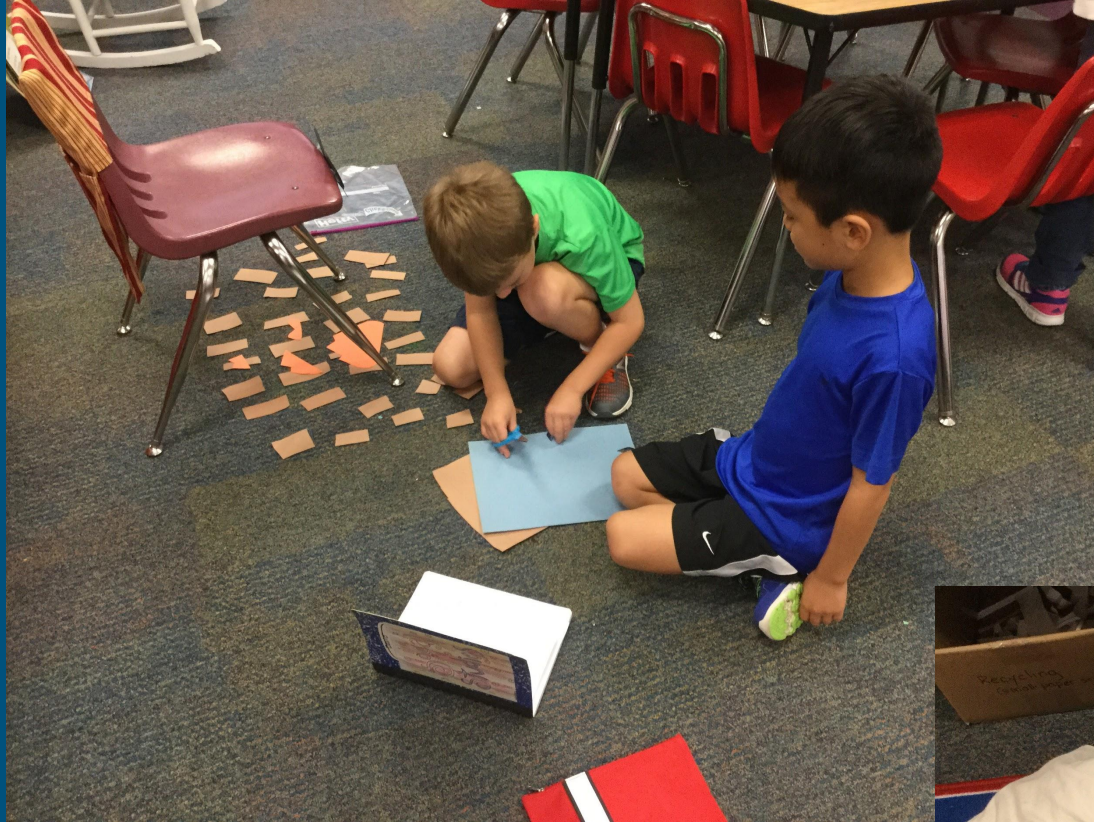
Technology and Listen to Reading

- Google Classroom
- Read or Listen to Social Studies or Science (online text book)
- BrainPop and BrainPop Jr.
- [Www.storylineonline.net](http://www.storylineonline.net)
- YouTube.com



Interactive Notebooks

- Keep one notebook for both Writing 6 and Reading 6
- All work kept in one notebook to access later if needed
- Notes from mini-lessons
- Usernames and Passwords
- Corrections



Social Studies Focused Group Activity: Making Communities Better

Groups were instructed to design a human monument. Each group included the jobs below.

- Speaker- leads the discussion of jobs of group members
- Sculptor- leads the discussion and assigns prop duties
- Writer- leads the discussion of the Monument Plaque draft & final
- Geographer- leads the discussion of where the monument should be placed and why

Making a Difference Videos

Your Turn!!

